

# **CONSOLIDATED APPLICATION FOR 2002-2003 FEDERAL FUNDS MISSOURI**

## **INTRODUCTION**

It is the intent of the State of Missouri to effectively administer No Child Left Behind (NCLB) according to the key principles of President George Bush's education reform plan:

- Stronger accountability for results,
- Increased state and local flexibility,
- Expanded choice for parents, and
- An emphasis on teaching methods that have been proven to work.

The goal of the Consolidated State Application is to design a coherent, well-integrated, and comprehensive educational plan.

## **PART I: ELEMENTARY AND SECONDARY EDUCATION (ESEA) GOALS, ESEA INDICATORS, STATE PERFORMANCE TARGETS**

The following performance goals and indicators have been adopted by the Missouri State Board of Education in order to guide the state agency and local education agencies in implementing NCLB effectively and to provide a measure of accountability for that implementation. Performance targets and baseline data related to Adequate Yearly Progress will be submitted by May 2003. Missouri will report to the Secretary on all indicators and targets as required.

Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

- 1.1 Performance Indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the Missouri Assessment Program (MAP). (Subgroups are gender, major racial and ethnic groups, English proficiency status, migrant status, students with disabilities, as compared to non-disabled students, economically disadvantaged, compared to students who are not disadvantaged.)

1.2 Performance Indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment. (See subgroups above.)

1.3 Performance Indicator: The percentage of Title I schools that make adequate yearly progress.

Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

2.1 Performance Indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.

2.2 Performance Indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for Performance Indicator 1.1.

2.3 Performance Indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported.

Performance Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.

3.1 Performance Indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high poverty" schools (as the term is defined in Section 1111(h)(1)C(viii) of the ESEA).

3.2 Performance Indicator: The percentage of teachers receiving high-quality professional development (as the term "professional development" is defined in section 9101 (34)).

3.3 Performance Indicator: The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified (criteria in sections 119(c) and (d)).

Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

4.1 Performance Indicator: The number of persistently dangerous schools, as defined by the State.

Performance Goal 5: All students will graduate from high school.

- 5.1 Performance Indicator: The percentage of students who graduate from high school each year with a regular diploma, disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.
- 5.2 Performance Indicator: The percentage of students who drop out of school, disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.

## **PART II: STATE ACTIVITIES TO IMPLEMENT ESEA PROGRAMS**

### **1. State System of Standards, Assessments, and Accountability.**

- a. The Show-Me Standards were approved by the Missouri State Board of Education in 1996. They include Reading/Communication Arts, Math, and Science. See Attachment A. Grade-level expectations will be developed in consultation with LEA practitioners during the fall and winter of 2002-2003. They will be approved by the State Board in May of 2003 and disseminated by July 1, 2003.

The development of the Missouri Assessment Program (MAP) began in 1996 with the math assessment, and communication arts and science assessments have been in place since 1999. A summary of the MAP is included in Attachment B.

Missouri's system of standards and assessments for math and communication arts and the accountability system were approved as meeting the requirements of the Improving America's Schools Act (IASA) in Spring 2001.

- b. Missouri has already adopted science standards. The Missouri curriculum frameworks designate appropriate grade spans in which instruction will focus on the various standards.
- c. Missouri has developed reading/communication arts and math assessments that meet the requirements of IASA and science assessments (grades 3, 7, and 10) that meet the requirements of NCLB. The State will develop additional required assessments in Reading/Communication Arts and Math for grades 3-8 (grades 4, 5, 6, and 8 for communications arts; grades 3, 5, 6, and 7 for math) that will meet requirements of NCLB to be implemented in 2005-2006. Evidence will be submitted by December 2006.

- d. Missouri will develop academic achievement standards (levels and descriptors) as required by NCLB for additional assessments in grades 3-8 in reading/communication arts and math by 2005-2006. Levels and achievement descriptors have already been established for science assessments in the required grade spans. Evidence will be submitted as required.

The following time line applies to new mathematics assessments for grades 3, 5, 6, and 7 and to new communication arts assessments for grades 4, 5, 6, and 8.

#### Time Line

- Creation of grade-level objectives: May 2003
  - Completion of assessment blueprints: Spring 2004
  - Development of assessments: Spring 2003 – Fall 2005
  - Completion of pilot tests: Spring 2005
  - Administration of assessments: Spring 2006
  - Establishment of achievements levels, cut scores, and descriptors: Summer 2006
  - Compilation of technical information and completion of technical report
  - Board approval: Summer 2006
- e. Adequate Yearly Progress (AYP) – Spring 2002 MAP assessment data will be used to calculate the starting point for AYP. That data will be available in August 2002, so the starting point will be calculated in September 2002. Then Missouri's definition of AYP will be developed with the goal being to have all children at the proficient level by 2014. The additional high school target will be graduation rate and the additional elementary target will be attendance.
- f. The State's definition of adequate yearly progress will be submitted in January 2003. It will include a definition for all students and for the required disaggregated groups.
- g. By January 31, 2003, the State will identify the minimum number of students that is sufficient to yield statistically reliable information for disaggregated data.
- h. Missouri's current system of accountability is the Missouri School Improvement Program (MSIP). AYP will be calculated based on the work referred to in "f" above for all schools, Title I and non-Title I. AYP will become part of the rubric for the MSIP. Evidence of the targets and baseline data will be submitted in May 2003. The MSIP rubric for performance is based primarily on MAP scores and applies to all Missouri districts and schools. A committee of stakeholders, called the Committee on Performance, has been formed to advise the Department of Elementary and Secondary Education (DESE) on how to best integrate AYP with all of its subgroups into the MSIP performance rubric. MSIP already identifies schools of distinction and academically deficient schools. Since Missouri already has the MSIP

accountability system in place, it has the resources and capacity to implement a single system of accountability.

- i. In 2000-2001 on the LEP Census, Missouri school districts identified 11,535 students with limited English proficiency among the 894,843 students enrolled in public schools (less than 2 percent of the K-12 population). The five most prevalent languages, in addition to English, were Spanish (5,098), Serbo-Croatian (1,696), Vietnamese (760), Bosnian (503), and Arabic (450). Missouri currently administers the MAP in English with accommodations for LEP students. These accommodations may include the use of dual language dictionaries. The number of Spanish-speaking LEP students remains stable from year to year. However, other language groups tend to fluctuate over time due to refugee resettlement programs in the State. This information is gathered each year through a web-based questionnaire called LEP census. Since the number of LEP students in the State is less than 2 percent of the K-12 population, it is not feasible to develop the MAP into languages other than English.
  - j. Language Acquisition Assessment – Staff worked with practitioners on the identification of an annual assessment of English proficiency that meets the requirements of section 1111(b)(7). That assessment has been identified, and training will be provided to teachers across the State for administering that assessment. The assessment is the MACII. It assesses speaking, listening, reading, writing, and comprehension. The MACII will be administered annually in the spring.
  - k. The State has already developed standards for the attainment of English proficiency and posted them on the web. They are correlated to the Show-Me Standards. These standards will be reviewed to make sure that they meet the requirements of NCLB by May 2003 and will relate to the development of proficiency in speaking, listening, reading, writing, and comprehension.
2. Procedures and Priorities for Awarding Sub-Grants – Missouri uses an automated application for formula programs. A non-automated application is used for competitive grants. Both can be found on the DESE web site on the federal programs page. Formula grants are managed by the Grants Management Section of Federal Programs. Competitive grants are managed by the Discretionary Grants Section. The staff of each section conducts 8-12 meetings across the State in the spring of each year to inform LEAs of changes in federal programs and to give technical assistance regarding needs assessment, planning, and completing applications. Formula applications are reviewed and approved by Grants Management staff. Competitive grants are evaluated by trained readers who use a scoring guide to assign points to applications. Minimum scores are identified, and only those applications scoring above that level are funded.

a. Even Start

Applicants for the Even Start program complete an application that addresses all of the federally required program areas, including: project collaboration, needs assessment, relationship with the district's school improvement plan, a description of the four required components (adult education, early childhood education, parent education, PACT time), professional development plan for staff, and quality of personnel to develop, administer the program, activities, and budgets. Priority points are awarded to applicants serving Federal Empowerment Zones. Each application is read by a team of three readers (early childhood, adult education, and literacy experts) and a score is determined using a scoring rubric that includes:

- most likely to succeed
- large number of children/families in need
- services for at least a three-year age range of children
- cooperation of service providers
- cost effective
- non-federal share
- representative of urban and rural regions
- promise as a model for others.

Grants are awarded to the highest-scoring applicants. The needs assessment, required components, and activities form the foundation for each program's focus of service. By assigning 50 of the 100 scoring points possible to these 3 areas, the applicants' responses are evaluated for the impact that they will have upon the educational improvement of both the parent and the child. Applications for new sub-grants and continuation sub-grants are submitted by May 31, and reading of both is done in June. Notification of awards is made on July 1. The grant year starts on July 1 of each year.

b. Migrant

Procedures:

The procedures outlined below are followed by DESE for determining which entities shall receive funds from the Missouri Title I-C Migrant Education Program:

- i. In February the state allocation figure is received from the Office of Migrant Education (OME) for the next fiscal year.
- ii. A statewide count is taken on March 1 of all migrant students who have been identified in Missouri school districts within the past three years.
- iii. Based upon the federal allocation, and the number of migrant students eligible to receive services, a per-pupil factor is calculated in order to

determine preliminary amounts of basic sub-grants to be awarded to eligible school districts.

- iv. Letters are sent out by the State Director of Operations to the authorized representatives of the school districts, informing them about their respective allocations.
- v. Consolidated Federal Programs application meetings are held in several locations throughout the State. These meetings are conducted by the Director of Federal Grants Management and the Federal Grants Management staff from DESE.
- vi. Administrator's Manuals for federal programs are distributed at the consolidated application meetings. The process for applying for funding online is explained and clarified. There is a section in the Administrator's Manual for Title I-C Migrant Education.
- vii. Consolidated applications are completed and submitted by the authorized representatives of the school districts.
- viii. Applications are reviewed and approved by the Federal Grants Management personnel at DESE.
- ix. Allocations are sent to school districts whose applications have been approved. Concerns about applications not yet approved are addressed with the authorized representative of the respective school districts.

#### Selection Criteria:

- x. Basic sub-grants and/or contracts are determined by multiplying the per-pupil factor times the number of eligible students identified in the March 1 count. School districts that have enough students to generate a minimum of \$6,000 are granted basic sub-grants. Equitability is achieved among all school districts receiving allocations by allocating a per pupil amount to all districts that are eligible.

#### Priorities:

Five factors are used to calculate the formula to supplement the basic sub-grants received by eligible school districts. Those factors include ***Mobility, Poverty, and Limited English Proficiency (LEP) the availability of other resources as calculated through the Missouri Foundation Formula and the number of LEP students that have had a recent (within the school year or past 12 months) qualifying move.*** The data for the at-risk factors are gathered and compiled within the MIS 2000 state database of Missouri's migrant students. This information is used to calculate and determine the amounts of the allocations to be distributed. Once allocations are determined, DESE Grants Management supervisors and supervisors of Instructional

Improvement meet with districts to assist them in planning for services. Migrant students that are failing or are most at risk of failing to meet the Show-Me Standards are identified, and plans are made to meet the needs of those students through a variety of means including supplemental instructional services, health related services and home-school or parent liaisons. As an addendum to its Consolidated State Application, the State of Missouri agrees that, in determining the amount of any FY 2002 and subsequent fiscal year MEP sub-grants it will award to local operating agencies, it will take into account the following funding factors: 1) the numbers of migratory children; 2) the needs of migratory children; 3) the service priority under subsection 1304 (d); and 4) the availability of funds from other programs. Furthermore, the State recognizes that a condition will be attached to the grant award requiring that it submit to the Department, by September 1, 2002, a detailed description of how these factors will be used in the State's determination of its FY 2002 and subsequent FY MEP sub-grants (including the weights assigned to individual factors).

***Mobility:*** Research indicates that because migrant students' lives are mobile, their education is disrupted (in many cases) several times during a single school year. Such disruptions impact their academic progress and progress toward graduation. For this reason, Missouri has selected Mobility as one of its risk factors. The number of eligible migrant students who have moved one or more times during the past 12 months is multiplied by the per-pupil factor in order to generate additional funding for eligible sub-grantees.

***Poverty:*** In the interest of "leaving no child behind," DESE has also selected a second at-risk factor of poverty level. Because migrant families often do not have the resources to provide stimulating learning opportunities for their children, they do not always excel as do their peers. The number of eligible migrant students who qualify for free lunches is multiplied by the per-pupil factor to also generate additional funding for sub-grantees.

***Limited English Proficiency (LEP):*** The majority of Missouri's migrant students speak languages other than English. Most LEP students in Missouri speak Spanish as their native language. Being limited in English proficiency inhibits student performance in the classroom. Therefore, the third at-risk aspect to be factored into the formula for Title I-C funding in Missouri is the LEP status of eligible migrant students. The number of eligible migrant students who are LEP is multiplied by the per-pupil factor to also generate additional funding for sub-grantees.

***Availability of Other Resources Calculation:*** DESE will use the state's foundation formula calculations to determine each district's base amount of Migrant funding. The foundation formula takes into account a district's guaranteed tax base, the equalized adjusted operating levy and the equalized assessed valuation. The formula also factors other district revenues such as state assessed railroad and utility taxes, federal properties for school purposes, federal impact aid, proposition rollbacks, Fair Share revenue for School purposes, and free textbook revenue. The funding formula was designed to equalize access to revenue, through a combination of state and local funds, for each pupil. This is measured by the amount of revenue that is generated per pupil by each penny of



local tax rate. Another important goal of the legislature was to increase overall state support for education and to help narrow the gap, to the extent possible, between high- and low-expenditure school districts. DESE will use the multiplier determined by our School Finance Section using the foundation formula to determine the base amount for each district that has a minimum number of identified Migrant students.

***Priority for Service Category:*** Each year DESE will add another set amount per pupil for each eligible Migrant student that has made a qualifying move and is also Limited English Proficient. This will give districts additional dollars to use for those students that are most at risk of failure.

c. Neglected, Delinquent, and At-Risk

LEAs will be awarded a per-pupil, formula-based sub-grant upon description of a program to provide high-quality education for children and youth. The priorities are:

- to prepare children and youth for secondary school completion, training, employment, and further education, and
- activities to facilitate the transition of children and youth who have been in institutions to further education or training for employment.

An LEA must be serving at least four children in order to receive a sub-grant. Applications are submitted by August 31, awarded by October 1, and the grant year starts October 1 of each year. The size of the sub-grant depends on the number of children served.

d. Comprehensive School Reform (CSR)

Applicants for the CSR program complete an application that addresses all of the federally required program areas, including: needs assessment, relationship to the district's school improvement plan, how the district identifies participating schools for this grant, how the LEA will support the model that will be implemented, how the chosen model meets the 11 required components, how the model will support improved academic achievement, and how the academic gains will be measured and documented. A team of three readers with expertise in school reform will read each application. A score is determined using a scoring rubric. Grants are awarded to the highest-scoring applicants. Applications are due by May 31, awards are made by July 1, and the grant year starts July of each year.

e. Teacher and Principal Training and Recruiting Fund – Sub-Grants to eligible partnerships (Title II, Part A, Subpart 3). NOT INCLUDED IN THIS APPLICATION

f. Enhanced Education through Technology – Competitive Portion

Project Priority and Procedures: Missouri’s competitive program will expand the number of participating districts and teachers in the highly effective eMINTS program. The eMINTS program provides the professional development and support for teachers as they learn to integrate technology into their teaching to deliver their district’s curriculum. Teachers are asked to reconstruct the way they teach so that their practices become increasingly inquiry-based, centered around student needs, involve more than one discipline or subject area, and teach students to work in collaborative ways. Statewide evaluation of eMINTS has found positive results. The program and evaluation use many of the “scientifically-based research” methods call for by NCLB.

Academic Achievement: Student participation in the high-tech eMINTS classrooms is producing good results. Third- and fourth-grade students, using technology as the primary instructional tool in the eMINTS classroom, scored significantly better than other students on the 2001 Missouri Assessment Program tests in math, communication arts, science, and social studies. Further, students enrolled in special education, Title I, and Free/Reduced Lunch programs consistently scored higher than such students in non-eMINTS classrooms.

Selection Criteria: Five independent readers will review district applications. The high and low scores for each application will be deleted and the three remaining scores averaged. The reader score will make up 50 percent of the total score, poverty data will make up 30 percent, and technology data will be 20 percent.

g. Safe and Drug-Free Schools – Governor’s Portion – The Governor has determined that the Governor’s reserve will go to the Missouri Department of Mental Health.

- The Department of Mental Health, Division of Alcohol and Drug Abuse, designee for the Governor’s portion, will utilize the state fiscal year, July 1, 2002- June 30, 2003 for all sub-grants awarded. The matrix below is the proposed timeline for July 1, 2002-June 30, 2003.

Div of Alcohol & Drug Abuse, Gov Designee Timeline									
<b>YEAR ONE 2002-2003</b>									
TASK	July. 1	15-Aug	Oct. 15	1- Nov	Dec.15	Jan.15	4/15/	1- May	30- Jun
Start-up									
<i>Subgrant 1: SPIRIT</i>	X								
<i>Subgrant 2: Community Coalition Funding</i>	X								
<i>Subgrant 3: Targeted Population Fund</i>	X								
<i>Subgrant 4: Media Campaign</i>	X								
<i>Subgrant 5: Interagency Agmt.</i>	X								
Tech. Assist./Trn for Subgrantees		X			X				
Review Data/Identify Add.Data	X								
Review TechAss/Trn				X					
Quarter Reports/Data			X			X	X		
Submit Data for ESEA								X	
GEPA Information Submitted								X	
Baseline data available								X	
Subcontracts Final Report									X
Data compiled and reviewed									X

- The Governor's portion will utilize the Principles of Effectiveness as a framework for selection criteria. The delivery of service (sub-grant) selection criteria includes the use of a competitive bid process, memorandums of agreement, and state agency agreements. The selection criteria for specific activities includes risk and protective factors, such as school dropout rates, referrals to juvenile authorities, number of students receiving free and reduced lunches, age of first use, 30-day use, and favorable attitudes about drug, alcohol, and tobacco use.

The selection criteria will promote improved academic achievement through the following strategies:

- Maximizing the child's readiness to learn as a result of being free from the harmful effects of alcohol and substance abuse.
  - Promoting safety in Missouri's classrooms by reducing the incidence of substance abuse and related violent activity.
  - Strengthening and supporting families in order to minimize the risks for youth substance use.
  - Ensuring that strategies for services have measurable outcomes.
- The Principles of Effectiveness model creates the framework for the programs funded through the Governor's designee, the Division of Alcohol and Drug Abuse. Sub-grantees will be required to adhere to the Principles. Priorities for programs will be based on the needs identified and utilize multiple strategies to support the LEA prevention efforts. Strategies include the use of a service provider for science-based curricula,

training and technical assistance to the LEA, parents, and community, coordination of programs targeting a specific population, and information dissemination.

The Governor's portion will promote improved academic achievement through the following:

- Maximizing the child's readiness to learn as a result of being free from the harmful effects of alcohol and substance abuse.
  - Promoting safety in Missouri's classrooms by reducing the incidence of substance abuse and related violent activity.
  - Strengthening and supporting families in order to minimize the risks for youth substance use.
  - Ensuring that strategies for services have measurable outcomes.
- Sub-grantees will be required to submit monthly and final data (performance measures) and narrative reports. The contracted evaluator will review and aggregate the performance measures. Data will also be collected for the specific science-based programs through pre- and post-tests. The narrative portion of quarterly and final reports will include challenges, strategies addressing the challenges, and proposed tasks for the upcoming quarter.

Professional development and technical assistance will be provided through an ADA-contracted statewide resource center to address specific science-based program curricula and outcomes, the principles of effectiveness, and the risk and protective factor model. Ongoing technical assistance will also be available to support collaboration and communication between community coalitions and LEAs.

#### h. Community Service Grants

Contracts will be awarded to LEAs, community-based organizations, faith-based organizations, and public nonprofit organizations to involve students who have been suspended or expelled in community service activities based on the number of youth to be served. Priority will be given to sites that have established Service-Learning or Community Service programs and wish to expand into a specialized program to meet the needs of suspended or expelled students.

LEAs will use funds for the following:

-- To establish community-based partners with whom they will work in establishing community needs and carrying out the service objectives. Additional partnerships with agencies that will assist in the overall implementation and impact of the program will be made. These might include Juvenile Justice, Corrections, Mental Health, or Social Services.

-- To participate in professional development activities which include, but are not limited to, statewide training on establishing successful community-service-learning programs, project coordinator meetings, and site visits to established programs.

-- To purchase appropriate materials, equipment, training, and personnel for a successful program.

-- To establish data collection methods.

-- To fund appropriate personnel for the administration and implementation of the project.

i. 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLCs)

Project application forms and guidelines will be printed in the Administrative Manual and posted on the DESE web site. Copies of the manual will be mailed to: all public school districts in the State; public colleges and universities; public libraries through the Missouri State Library; and to anyone who requests it. In addition, information will be posted on the Department's web sites; major list serves, and advertised in all major state newspapers and on Public Service Announcements across the State.

21<sup>st</sup> CCLC staff will conduct regional technical assistance meetings across the State to assist potential applicants to understand the purposes of 21<sup>st</sup> CCLCs and to identify effective research-based practices for the program. An organizational meeting will be held for all sub-grantees one month after the awards are announced to assist sub-grantees in organizing a successful program and to build a network of 21<sup>st</sup> CCLC providers.

In approving 21<sup>st</sup> CCLC's project applications, priority consideration for funding will be given to eligible entities that propose to serve students who primarily attend schools eligible for schoolwide programs (Title I); schools that serve a high percentage of students from low-income families, and the families of those students. Priority points will be given to all applications in which: services are targeted at students who attend schools in school improvement, and are submitted jointly between an LEA receiving Title I funds and a community-based organization.

The review panel will include individuals who are familiar with the guidelines of 21<sup>st</sup> CCLCs or who have expertise in school-age care and education, after school programs, and literacy will evaluate the applications. Panel members will be trained to evaluate applications and will assign points according to specified written criteria.

The criteria and points listed on the weighted rating scale will include evidence of the following: need; scientific research-based curriculum; clear measurable objectives; appropriate time lines and funding sources; appropriate activities for level of participants; summer services; collaboration agreements;

administrative plan; job descriptions; recruiting strategies; services to families; professional development plan; reasonable budget; evaluation process; commitment to modeling; and dissemination.

Each project will be funded at an amount of no less than \$50,000 federal funds and will be of sufficient size, scope, and quality to give reasonable promise of meeting the purposes of the 21<sup>st</sup> CCLCs. All funds will be awarded on a competitive basis.

These selection criteria and priorities will promote improved academic achievement because:

- Sound curriculum, that is research-based and utilizing best practices, does provide academic improvement.
- Summer services (year-round schooling) affords decreased opportunities for students to forget knowledge and skills they learned during the previous school year.
- Extended and expanded learning opportunities offers learners additional academic practice while putting into practical application the theory of learning and relating it to real world life skills.
- Parents who are offered enhanced opportunities for education are better equipped to provide assistance to their children.

Time Line: The following time line will be implemented:

July 1	Funds will be available*
	RFP for sub-grants will be posted
	Grant writing workshops and discussion of best practice will be conducted
August	Readers will be identified and trained
September 1	Applications will be due
October 1	Notification of sub-grantees
October 1 – September 30	Grant Year

\*Time line will be adjusted if funds are not available under later.

### 3. Monitoring

A comprehensive process for monitoring federal programs has been developed. This process monitors all the programs included in this application for compliance. Districts fill out the monitoring form and prepare all documentation. Federal programs staff follow up with an on-site visit to review documentation and implementation of the program. All programs will be monitored on the same schedule as the Missouri School Improvement Program which is Missouri's process

for accountability and for accrediting schools. DESE will work with the Department of Mental Health (manager of the Governor's portion) to monitor Title IV, Part, A, Subpart 1.

#### 4. Statewide Technical Assistance and Support

The federal programs staff includes those who manage grants and provide technical assistance for effective implementation of programs and those who provide ongoing professional development for instructional improvement. These efforts include regional meetings and on-site visits to LEAs and schools. The Federal Instructional Improvement staff will provide professional development to district and building staff to identify effective instructional programs based on scientific research.

Missouri has identified 104 Title I buildings for school improvement. Working with these schools to develop their school improvement plans and to implement research-based programs and strategies will be the top priority of the Federal Instructional Improvement staff.

In addition, Missouri has organized nine school support teams, called Success Teams, to work in all parts of the State. These teams include distinguished educators with expertise in vocational education, special education, curriculum, instruction and administration. Their priority is to assist low-performing schools to improve student achievement so that all students meet the Show-Me Standards.

DESE will collaborate with the Department of Mental Health to provide technical assistance, workshops, and other professional development and will assist LEAs in identifying and implementing effective instructional programs and practices based on scientific research.

#### 5. State Activities

- a. Title I Schoolwide Programs – A section of the Federal Programs Administrative Manual will describe eligibility requirements, use of funds, and evaluation of schoolwide programs. Eligible schools will develop a plan or amend existing plans that describe how the school will implement the required components, coordinate federal, state, and local resources, and provide individual student academic assessment results in a language the parents can understand. The federal programs staff will review the plan for compliance and research basis. On-site visits will be made to monitor and support schoolwide programs. MAP data will be reviewed annually to determine AYP. State fiscal and accounting barriers have been eliminated so that schools can easily consolidate federal, state, and local funds.
- b. Highly Qualified Staff – Data on certification will be gathered and analyzed each year to determine how well qualified teachers are in high poverty areas and in low-performing schools. Alternative certification processes have been put into place and the staff in the Division of Teacher Quality and Urban Education will assist districts to develop and implement plans to recruit, hire

and retain high quality teachers. Federal Programs staff will support this effort through the review of activities being funded through Title II with special attention to high-poverty and low-performing schools.

A system for gathering information about the professional development activities that are funded with local, state, and federal funds will be developed. This system will gather data using criteria of effective, research-based professional development as defined in Section 9101. This data will provide DESE with data about the number of teachers and principals who participate in effective professional development. It will also serve districts in that it will outline DESE's expectations for what constitutes effective professional development.

The career ladder program designates state money to be used to supplement teachers' salaries if they participate in activities outside of school hours such as curriculum development or revision, or tutoring low-performing students. This is especially helpful for retaining teachers in small, rural districts. The career ladder provides salary supplements up to \$5,000 per year.

Information about ways in which Title II funds can also be used to retain high-quality teachers as specified in Section 2122 will be included in the federal programs manual.

- c. Paraprofessionals – Missouri has required, for the last five years, that all paraprofessionals working in Title I schools have at least 60 hours of college credit. The allowed exceptions are translators and those facilitating parent involvement.
- d. Technology Partnerships – The Title II.D eMINTS Program has substantial connections with institutions of higher education across the State.

Graduate Credit – The two-year professional development and related activities have been reviewed and approved by six universities across the State. Teachers participating in the two-year professional development can enroll for 1-6 hours of graduate credit from the University of Missouri-Columbia, University of Missouri-St. Louis, Central Missouri State University, Northwest Missouri State University, Southwest Missouri State University, and Southwest Baptist University. Other universities are considering offering credit as well.

Pre-Service Education – eMINTS has developed relationships with colleges of education. Several current eMINTS schools are designated as professional development schools. Preservice elementary majors are assigned to these schools for field experiences and student teaching; the eMINTS teachers provide professional development on-site, in university classrooms, and summer sessions. One of the current eMINTS schools is the Greenwood Laboratory School associated with Southwest Missouri State University.



eThemes Online Resources Program – Graduate assistants from the University of Missouri-Columbia and Southeast Missouri State University fulfill requests from eMINTS teachers for quality internet resources correlated to Missouri's Show-Me Standards. Over 700 eThemes have been created and are posted on the web and can be accessed by any educator across the nation.

Technology Leadership Academy – eMINTS also provides professional development activities for building principals. In turn, these principals participate in Missouri's Technology Leadership Academy (TLA). TLA is supported by the Gates Foundation and DESE, with the goal of helping superintendents and building principals become effective leaders and users of technology. eMINTS provides a video that is viewed during the TLA, and eMINTS principals lead the follow-up discussions.

- e. Parent and Community Participation in Schools - In addition to requiring a plan for parent involvement in all Title I Schoolwide plans and in Comprehensive School Improvement Plans, Missouri has developed Practical Parenting Partnerships (PPP), which is a process for involving parents in the education of their children. PPP is implemented in many schools and may be funded with federal, state, or local funds. MSIP requires parent involvement and parent education in all schools. All districts are required to have a board-adopted policy on parent education and involvement. Every school will be required to develop or revise its parent-school compact in consultation with parents. DESE federal programs staff will collect examples of exemplary parent involvement practices to be disseminated to schools through the web site. Schools in school improvement will be required to implement school choice and supplemental services as specified in Section 1116. Every school and district is required to publish a report card annually that meets state and federal requirements, including information about MAP results and descriptions of achievement levels in a way that is readily understood by parents. Missouri will make MAP data available to LEAs and buildings before the beginning of the school year each August. Report cards and other communication with parents must be done in a language that parents understand to the extent practicable. A list of supplemental service providers will be developed with the help of practitioners and will be disseminated on the DESE web site.
  - f. Data - Data for analyzing the successes and needs for implementing NCLB is already available through Core Data, Certification, MAP results and MSIP data. MAP data is currently disaggregated at the state, district, and building levels. A mechanism for collecting data about participation in effective professional development activities will be developed and put in place by spring of 2003. Baseline data for AYP will be based on the MAP which was administered in April-May 2002.
6. Coordination – The following activities contribute to effective coordination of various ESEA-funded activities.

- a. Several meetings were held with the Governor's education liaison during the development of this plan with special attention given to the Governor's portion of Title IV.
- b. Title II.D is coordinated with the State's technology program. Title IV is coordinated with the State's safe schools program.
- c. DESE professional staff supervises all the Title programs with the districts to ensure coordination across programs. Supervisors are cross-trained to work with districts to meet the needs of all students using all the available resources.
- d. DESE staff and the manager of the Institute for Higher Education (IHE) portion of Title II meet annually to plan for coordination of efforts. DESE also works continually with teachers and administrator associations in the State.
- e. Collaborative Projects
  - Collaborative projects are in existence between DESE and the Department of Mental Health (prevention); DESE and the Department of Health (early childhood education); and DESE and the Department of Social Services (early childhood education and family literacy).
  - ESEA and IDEA collaborate for professional development, cooperative early childhood programs, schoolwide programs, and the development of early childhood standards for literacy, math, science, and social and physical development.
  - ESEA and Head Start collaborate on early childhood services, professional development for providers of early care and education, the development of early childhood standards for literacy, math, science, and social and physical development.
  - ESEA and Adult Education and Family Literacy staff co-sponsor Even Start and other family literacy programs, including several English as a Second Language (ESL) Family Literacy Projects.
  - ESEA programs are coordinated across programs facilitated by the organization of the federal programs unit which is based on function, rather than on programs. One section handles grants management and monitoring for all entitlement programs; another handles those functions for all discretionary programs. One section handles all professional development for research base and best practice across all programs.

- The Homeless Program is managed by the ESEA staff that manages other discretionary grant programs, and districts are encouraged to include activities to support homeless children with Title I funding.

7. Determining Progress – The following strategies are used to determine whether the SEA, LEAs, and buildings are making progress:

- MAP results will be reviewed annually to determine which buildings and districts have made AYP and whether the State has made AYP.
- MAP results will be disaggregated annually at the state, building, and district levels to determine which groups are making AYP.
- Third-grade communication arts data at the building, district, and state levels will be reviewed annually to assess progress in having all students reading at grade level by the end of third grade.
- Certification data will be reviewed annually at the state, district, and building levels to determine where progress is being made toward having all teachers appropriately certified.
- Data on professional development activities will be collected and reviewed to assess progress in participation in effective professional development activities.
- English proficiency assessment will be administered to all children with limited English proficiency at the end of the school year to assess progress in reading, writing, listening, and speaking.
- End-of-year evaluations for Title II.D will be aggregated to assess the percentage of teachers qualified to use technology for instruction.
- Students will be surveyed biannually to assess whether or not they feel their schools are safe and drug-free.
- Core Data (Screen 9) will be reviewed to determine trends for fighting and dealing in drugs on school property.
- End-of-the-year evaluation for Title II.D will be aggregated and reviewed to determine what percentage of all students are able to work on a networked computer.
- Core Data on high school completers will be disaggregated and reviewed for trends.
- Core Data on dropouts of 7<sup>th</sup> through 12<sup>th</sup> graders will be disaggregated and reviewed for trends.

Federal programs staff and school support teams will work with districts and schools that are not making progress in meeting the targets to plan for improvement in all the designated areas. Scientific research-based programs and instructions will be the focus for improving student achievement.

### **PART III: ESEA KEY PROGRAMMATIC REQUIREMENTS AND FISCAL INFORMATION**

#### **1. Title I, Part A – Improving Basic Programs Operated by LEAs (Goals 1, 2, 3, 5)**

- a. The reservation in section 1003(a) for school improvement for 2002-2003 is \$3,261,117. \$163,056 will be spent to provide nine area workshops in scientifically research based reading. These workshops will be held in all parts of the State, will focus on grades K-3, and will be available to teams from elementary schools. Materials on the five essential components and on classroom-based assessments will be provided to participants.
- b. \$3,098,061 (95%) will be awarded to academically deficient schools and schools in school improvement. They will be allocated based on numbers of students enrolled. Schools receiving funds must revise their existing Comprehensive School Improvement Plans to include specific research-based strategies to improve reading and math instruction for improved student achievement. Plans will be reviewed by Federal Programs staff. Support will be provided by school support teams. Reading and math MAP data will be reviewed for results.
- c. Not applicable.
- d. Missouri will have a web page under Federal Programs called “Supplemental Services.” This web page will inform LEAs of the requirements for supplemental services and will list those who are approved to provide supplemental services to students in the second year of school improvement. Federal programs staff will work with practitioners to identify the criteria necessary to become an approved provider of supplemental services. An RFP process will be used to identify approved providers. Districts that have schools in the second year of school improvement will set aside 5-20 percent of their Title I.A. allocation to support supplemental services. These funds will be distributed to buildings to pay for supplemental services on an as-needed basis, with priority going to services for economically disadvantaged students.
- e. Funds awarded under section 6113(b)(1) will be used to begin the development of communication arts and math assessments for grades 3-8 that are not currently included in the Missouri Assessment Program. The MAP is currently administered in the following grades:

<u>Content Area</u>	<u>Grade Level</u>
Math	4, 8, 10
Communications Arts	3, 7, 11

Additional math assessments will be developed for grades 3, 5, 6, and 7.  
 Additional Communication Arts assessments will be developed for grades 4,

5, 6, and 8. They will be aligned with the Show-Me Standards, based on grade level expectations and will be valid and reliable.

2. Title I, Part B, Subpart 3 – Even Start Family Literacy (Goals 1, 2, 5)

- a. The State of Missouri requires that each applicant for Even Start funds state how their program objectives relate to the state's indicators of program quality. The applicant also assures that the required national indicators and Missouri Family Literacy Indicators of Program Quality are reflected in both the development and the evaluation of the program. The indicators are used in both the monitoring and evaluation process to measure successful progress and guide improvement efforts for each local program and the State as a whole. Each applicant must demonstrate significant progress in reaching the indicators before a continuation grant is awarded.
- b. Each applicant must demonstrate that they have implemented the program as described in the application, made significant progress in reaching the indicators, and met all locally developed objectives (or provided a reasonable reason for not doing so) before a continuation grant is awarded. Missouri has recently developed preschool standards for literacy, math, and social development. These standards will be distributed to Even Start programs to provide guidance for the preschool component.
- c. Each application must document the number of families that qualify for services traditionally received by low-income families. These include, but are not limited to: the percentage of adults with less than 12th-grade education, school-age children in poverty, children receiving subsidized child care, births to mothers with less than 12 years of education, births to teenagers ages 15-19, eligible children on waiting list for Head Start, and children on waiting lists for other early childhood programs. The activities are then evaluated in part, based upon how well they address the needs of low-income families. The activities may assist children in a variety of ways, including structured day care, developmentally appropriate learning activities, tutoring for school-age children, and other methods that are allowed under the Even Start program rules. Each applicant relates the district's goals and objectives from the school improvement plan to their proposed activities. Data is collected to measure the success of children and adults.
- d. The reservation under subsection 1233(a) that the State will use for state-level activities is \$102,063. Missouri will contract with an organization within the State that has experience and demonstrated expertise in family literacy in general and Even Start in particular to provide technical assistance in implementing the Missouri quality standards for Even Start. This contractor will also provide training for programs beginning to implement Even Start and advanced training for those who have established programs, but are looking for ways to improve the quality of their programs.

3. Title I, Part C – Education of Migrant Children (Goals 1, 2, 5)

- a. **Development Process** - The State Director of Migrant Education, in conjunction with staff members, will modify and update the existing needs assessment form that will be utilized to identify the special educational and related needs of migrant children. Input for the modification of the form will be sought and obtained from parents of migrant students, teachers, school administrators, other school personnel, and students.

A prototype of the newly developed needs assessment form shall be submitted to the DESE's Federal Program Coordinator for review, revision, and final approval, prior to implementation.

**Implementation Process** - The new form shall be incorporated into the State's Administrative Manual for federal programs, in the section for Migrant Education.

The new form shall be disseminated to superintendents and migrant education advocates in all Missouri school districts.

At DESE's Federal Grants Management consolidated application workshops, the new form shall be officially introduced, and information about its appropriate use shall be shared.

The regional Migrant Education Centers host fall and spring workshops for migrant education personnel. On these occasions, the new needs assessment form shall be reviewed by the workshop participants. An evaluation survey of the form shall be conducted to determine its strengths and weaknesses.

The survey results shall be submitted to DESE for review and comments. The data collected from the surveys shall be considered by DESE personnel, to determine what (if any) revisions need to be made prior to the next project year.

**Documentation Process** - The new needs assessment form shall document the following:

- 1) Student health needs,
- 2) Student academic progress, specifically related to Performance Indicators 1.1, 1.2, and 2.1
- 3) Student progress related to the State's ESOL standards,
- 4) Student progress toward graduation,
- 5) Student participation in the Migrant Leadership Academy
- 6) Student participation in HEP programs, (none in Missouri)
- 7) Student participation in CAMP (none in Missouri) programs, and
- 8) Student participation in other postsecondary education activities

Forms for each eligible migrant student shall be completed by migrant education personnel from the school districts where they have been identified.

Completed forms shall be submitted to the data entry specialists, and the information shall be entered into the State's MIS 2000 database.

Student data from the forms shall be available to OME, DESE, and for purposes of appropriate interstate and intrastate student record exchange.

- b. The priority for the use of migrant education program funds will be to assure that migrant children are identified and attend school, that they receive educational services that meet their academic needs and allow them to meet the Show-Me Standards, that they become proficient in the core subject areas, and that they complete a high school education. Before buildings are identified as Schoolwide by DESE, they must be able to document that services are being provided to Migrant students that best meet their individual needs. DESE and project districts provide before and after-school programs in 27 percent of project districts. Other services provided to Migrant children include in-class and pull-out projects in almost 90 percent of project schools. DESE, through three Migrant Centers, provide summer school activities to more than 300 children each year.
- c. Sub-grants are determined by multiplying the per-pupil factors times the number of eligible students identified in the March 1 count. School districts that have enough students to generate a minimum of \$6,000 are given sub-grants.
- d. Continuity of Education - This is an area the State has been improving over the past several years. The operation of the Missouri Title I-C Migrant education program is statewide and systemic in its approach. This approach promotes equity for all school districts serving migrant students, and provides equity for the students themselves. Continuity is emphasized through the Missouri School Improvement Program (MSIP), which requires school districts to comply with statutes and regulations and to meet a wide variety of performance standards. Adequately serving migrant students is an important component of regular MSIP reviews that are conducted in all of the State's school districts.

Interstate and Intrastate Coordination of Services - There is a major emphasis in the State upon improving interstate, intrastate, and international coordination of services. Missouri is actively participating in the following: CAIR, SHARE, MECCA, Bi-National Program.

Participation in multi-state consortiums has benefited Missouri's migrant students. The states with which Missouri participates share migrant students among them, so the effort to work together enhances student academic progress. Such interstate cooperation provides encouragement for students to

graduate from high school, or to complete a GED, and to seek post-secondary opportunities

Through the new technology available to the Missouri Migrant Education Program, efforts are in the works to benefit migrant students. The resulting student data and information, when applicable, will be incorporated into the State's MIS 2000 database. It will be shared by other states and by school districts within the State. Following are the uses of technology the State is implementing (or in the process of implementing) through the Migrant Education Program and (when applicable) will be incorporated into the MIS 2000 student database: Standards-based report cards, student health records, student progress toward graduation, student schedules, homework hotline, hosting of student e-mail with 800 number access, online PASS courses, I-TV and/or online instruction from Mexico for a high school diploma, I-TV and/or online instruction for General Education Development (GED) instruction, computer-assisted Adult Basic Education, computer-assisted English as a Second Language (ESL) classes.

- e. The State's MSIP review program is the major process through which the evaluation of the migrant education program effectiveness is conducted. These reviews occur every five years in every school district throughout the State. When a school district is not meeting the standards at an acceptable level, school improvement plans are implemented at the local level and review by DESE personnel to ensure ongoing improvement.

On an annual basis, except in an MSIP review year, the State Director and staff of the Migrant Support Center provide technical assistance to local programs. An assessment instrument is used to thoroughly monitor all aspects of local programs. DESE, through the Education Consultants at the Migrant Centers, have developed an evaluation form for district to complete and return to the Consultant. Consultants will, each year, contact the LEA and complete a program evaluation with the goal of program improvement. Data collected from the evaluation form and the evaluation visit will be compiled and a report will be drafted each year that identifies common problems and best practices. This report will be used to drive program improvement at the statewide and LEA levels.

- f. No funds will be reserved from Title I, Part C for administration.



4. Title I – Part D – Neglected and Delinquent (Goals 1, 2, 5)

- a. The SEA will provide technical assistance to LEAs working with delinquent institutions to develop a program plan with the objective of enhancing the academic, vocational, and technical skills of the students participating in the programs provided by such institutions. The indicator of program success will be completion rates for high school, vocational school, technical school, or GED. Data will be submitted by each funded program in an end-of-the-year report.
- b. DESE Federal Instructional Improvement supervisors will work directly with LEAs and delinquent institutions to plan training that will equip students with the necessary academic, vocational, and technical skills and support services in order to successfully transition from the institution to school, vocational technical school, or the work place. Successful practices will be gathered and disseminated to all LEAs.
- c. DESE will create a partnership with the Division of Youth Services, the Department of Corrections, and the Department of Mental Health to develop a model for a team of skilled service providers at each receiving school to support students transitioning from delinquent or corrections institutions. The reserve of funds under Section 1418 will be used to implement this transition model.

<b>Target Date</b>	<b>Outcome Measure</b>	<b>Baseline</b>
June 2007	At least 95% of students transitioning from delinquent institutions to public schools, vocational schools, technical schools, and GED programs will complete the program and receive a diploma or an appropriate certificate.	2001-2002

5. Title I, Part F – Comprehensive School Reform (Goals 1, 2, 5)

- a. Each application must describe how all 11 required components of a comprehensive school reform program are addressed by the model and the school. The State will require from each district a self-monitoring checklist that will report the integration of the required components. DESE staff will also monitor the required components during on-site monitoring reviews.
- b. Each August, as results of the latest MAP are received, a query will be done of the math and communication arts scores from each CSR school for the last three years to determine the percentage of CSR schools with increasing numbers of students meeting or exceeding the proficient level.

6. Title II, Part A – Teacher and Principal Training and Recruiting Fund  
(Goals 1, 2, 3, 5)

- a. In addition to the goals and indicators included in Part I of this application, all districts will be held responsible for having all teachers certified by the 2005-2006 year. Targets will be included in the Consolidated State Plan.
- b. LEAs report certification information for every teacher in the district on Core Data, Missouri's comprehensive data system. MSIP holds Missouri schools accountable for teachers being appropriately certified. Each district receives an Annual Performance Report (APR) which includes information about the percent of teachers who are appropriately certified. APRs will be reviewed each year to see which districts are making progress toward meeting the goal. The Federal Grants Management staff will work with districts that are not making progress to adjust the way they use Title II funds to better meet the goal.
- c. The Missouri Coordinating Board for Higher Education will receive \$1,273,150 of the Title II, Part A allocation to provide inservice education to middle school teachers for improving science instruction.

7. Title II, Part D – Enhanced Education Through Technology (Goals 1, 2, 3)

- a. The goals of Missouri's Title IID program are the same set forth in the State's updated education technology strategic plan (see [www.dese.state.mo.us/divimprove/instrtech/](http://www.dese.state.mo.us/divimprove/instrtech/)). These goals, listed below, represent a hierarchy building up to the ultimate goal of all "students achieving the Show-Me Standards at targeted performance levels in the Missouri Assessment Program" as set forth in the Department's Strategic Plan, October 2001. (see [www.dese.state.mo.us/strategicplan/](http://www.dese.state.mo.us/strategicplan/) ).

Missouri Education Technology Goals for 2002-2006:

- i. Student learning (academic achievement and performance) will be improved through the use of education technologies.
- ii. Teacher preparation and delivery of instruction (performance) will be improved through the use of education technologies.
- iii. The teaching and learning process will be enhanced through the use of technology for administration, management, and communications.
- iv. All school administrators, teachers, staff, and students will have equitable access to education technologies that promote student performance and academic achievement.
- v. All school administrators, teachers, staff, and students will have adequate technical support.

Data used for establishing the main goals, setting performance objectives, benchmarking, and evaluation are derived from the: 1) Missouri Census of Technology, 2) Missouri School Improvement Program (MSIP), and

3) eMINTS Program. The annual technology survey provides a great deal of information about access and some detail about technology usage. The MSIP reviews districts for accreditation purposes on a five-year cycle, with technology access and usage indicators embedded in the standards and indicators. The enhancing Missouri's Instructional Networked Teaching Strategies (eMINTS) program provides a snapshot of what can happen as a result of effective access and integrated usage, and allows the State to examine true effects of technology on student achievement.

eMINTS background: In cooperation between the Department and the Missouri Research and Education Network (MOREnet), the eMINTS program provides professional development and support for teachers as they learn to integrate technology into their teaching to deliver their district's curriculum. Teachers are asked to reconstruct the way they teach so that their practices become increasingly inquiry-based, centered around student needs, involve more than one discipline or subject area, and teach students to work in collaborative ways.

eMINTS is a statewide expansion of the Multimedia Interactive Networked Technologies (MINTs) pilot project that began in 1997 and indicated positive results in changing teaching styles and improving student achievement. A 2001 statewide evaluation of MAP compared the performance of eMINTS students with like students in the same districts and with overall statewide averages. The study found that eMINTS students out performed non-eMINTS student in all subjects. Further, students enrolled in special education, Title I, and Free/Reduced Lunch programs consistently scored higher than such students in non-eMINTS classrooms. (For further information about eMINTS, visit <http://emints.more.net/>.)

- b. The Department's long-range strategies focus on the expansion of the eMINTS program into all districts and all elementary school buildings. As mentioned above, this program is all about improving student achievement, promoting the effective use of technology, and building teacher capacity to integrate technology into curriculum and instruction. As such, Department and MOREnet staff are working together to build statewide capacity. Since 1999, the program has mainly been supported by state education technology funds. The Title IID competitive funds will be earmarked to expand the project into additional districts.
- c. The Department's portion of Title IID funds will be used primarily for evaluation purposes and technical support. Funds will be used to evaluate the Title II.D eMINTS program, develop new assessment and reporting tools regarding technology literacy and integration goals, provide statewide e-rate assistance, support the new Technology Leadership Academy and, if funds allow, expand the Marco Polo professional development program to include curriculum development.

- d. Department staffs will work together to help districts implement effective technology strategies. Priority will be given to high-need districts and schools.
  - i. Census poverty data will be used to award formula grants and determine eligibility for competitive funds. The Census of Technology allows the Department to disaggregate data by building type and demographics. These data will be used to identify priority schools and provide technical assistance. Technical Assistance activities for 2002 include workshops, web resources, and application assistance as requested. During the 2002-2003 program year, the Department will identify and implement more aggressive assistance strategies. Effective activities used in the past include specialized, by invitation only, workshops, connecting high-need schools with a peer mentor, and specialized training (grant writing, grant funding, technology planning, etc.).
  - ii. The formula grant application will be embedded in the consolidated federal grants application. As such, the Federal Grants Management Section will approve the application budget and planned expenditures. The Instructional Technology and Federal Instructional Improvement staffs will provide technical assistance to help schools fully integrate technology. Instructional Technology developed a new technology planning web site and has begun implementing a new scoring guide for state approval that guides schools through technology integration issues and processes. All three sections are working together to develop program materials, develop applications, present workshops, and offer assistance via the telephone, e-mail, and on-site visits.

Likewise, Instructional Technology and MOREnet staffs are working together to provide technical assistance to districts applying for competitive funds. For the first year, such assistance mainly includes providing workshops and working with districts asking for application assistance. As mentioned above, more progressive technical assistance strategies will be implemented later in the year.

8. Title III, Part A – English Language Acquisition and Language Enhancement  
(Goals 1, 2, 3, 5)

- a. Allowable uses of funds will be clearly explained in the Administrative Manual which is Missouri's guide to LEAs for the implementation of NCLB. Within those guidelines, districts will have the flexibility to choose research-based materials and strategies that meet the needs of their students. Use of funds will be reviewed annually by Federal Programs staff to ensure appropriate use.
- b. The Department will annually collect and analyze data for LEP children from each sub-grantee based on the language acquisition assessment. Sub-grantees will also be notified of their status in meeting AYP for LEP students. On-site

technical assistance will be provided to sub-grantees not making AYP for LEP children. Additional actions may be taken, such as enhancing the local plan for educating LEP children, reevaluating existing district resources to better serve LEP students.

- c. Missouri will reserve five percent (5%) of its Title III allocation for state activities. One hundred percent (100%) of this amount will be used during 2002-2003 for the purchase of and training for the use of a statewide assessment of Language Acquisition. In future years, these funds will be used for interagency coordination of services for LEP children and for providing technical assistance to districts that have growing numbers of LEP children and that need to build their capacity to serve LEP children.
  - d. A total of fifteen percent (15%) of Missouri's Title III allocation will be reserved for sub-grants to districts that experience a significant increase in immigrant children and youth.
  - e. Districts meeting the criteria for increase in immigrant children and youth will make a request for funds that includes a description of the children/youth to be served and the services that will be provided. The request will be reviewed by the Federal Programs staff and an award made based on the increased number of children to be served. LEAs with limited or no experience in serving these children/youth have an equal opportunity to receive this funding. The formula is based on numbers or percent of increase.
  - f. In 2000-2001, Missouri schools identified 11,535 students with limited English proficiency a month 894,843 students enrolled in public schools (less than two percent (2%) of the K-12 population). The five most prevalent languages spoken by these students were Spanish (5,098), Serbo-Croatian (1,696), Vietnamese (760), Bosnian (503), and Arabic (450).
  - g. Missouri has 6,193 identified immigrant children. The largest numbers of these children are in the St. Louis District (1,713) and the Kansas City District (1,248).
9. Title IV, Part A – Safe and Drug-Free Schools and Communities (Goal 4)
- a. The SEA will assist LEAs to do the following:
    - Develop a comprehensive drug and violence prevention curriculum.
    - Identify and implement drug and violence prevention programs using the "Principles of Effectiveness."
    - Develop standardized policies regarding the possession and use of drugs, possession and use of weapons, sexual harassment and bullying.
    - Develop a standardized code of student conduct.
    - Develop and implement a policy to involve students, parents, and community members in the planning, implementation and evaluation of drug and violence prevention programs.

- Develop a plan for drug and violence prevention and include such plan in the local Comprehensive School Improvement Plan.

The SEA will also:

- Develop a description and a process for identifying persistently dangerous schools.
- Encourage LEAs to implement comprehensive drug and violence programs in the middle schools.
- Provide technical assistance to schools by Federal program area supervisors.

b. Performance Measures:

- Not more than 5% of public high school students report using alcohol and/or marijuana at least once at school during a given 30-day period. Target date – June 2005.
- Not more than 8% of public high school students report carrying a weapon school property in a given 30-day period. Target date – June 2005.
- Not more than 2% of public high school students report staying away from school because they do not feel safe. Target date – June 2005.
- Not more than 5% of public high school students report being involved in a physical fight on school property during the previous year. Target date – June 2005.

Baseline data will be compiled from the Youth Risk Behavior Survey (YRBS) which was given in the spring of 2001.

- c. Missouri will implement the Uniform Management and Information System to gather the information required by section 4112(C)(3). The following steps will be taken:
- i. Current data bases will be reviewed to see what data is available and what additions are needed.
  - ii. Questions will be added to core data and the student survey as needed.
  - iii. These additions will be made by July 1, 2003
  - iv. The Missouri Department of Elementary and Secondary Education will be responsible for collecting and reporting the data.

10. Title IV, Part A, Subpart I, Section 4112(a) – Safe and Drug-Free Schools and Communities: Reservation of State Funds for the Governor (Goal 4)

- a. The Governor will reserve twenty percent (20%) of Missouri's allocation under Part A.
- b. The Governor has designated the Missouri Department of Mental Health to administer these funds.

Contact Information

Director: Charles E. Williams, Prevention Coordinator

Address: Missouri Department of Mental Health

1706 E Elm Street, Jefferson City Missouri 65101

Phone Number: 573-751-9414

DUNS Number: 073134579

- c. The Division of Alcohol and Drug Abuse will utilize multiple strategies to strengthen the comprehensiveness of local community efforts to prevent youth substance use. The strategies will promote learning environments that are safe, drug-free, and conducive to learning for Missouri's students by reducing the incidence of substance abuse and related violent activity. The Division of Alcohol and Drug Abuse will support, strengthen, and complement the activities through a pilot service provider of science-based program in LEAs, local community coalition grants for science-based programs, an after-school program targeting a persistently dangerous demographic area, a statewide social marketing strategy, principle of effectiveness training for local law enforcement officials. All sub-contracts include language for services to complement and support the activities of the LEAs under section 4115(a) and adhere to the principles of effectiveness under section 4115(b).
  - d. The Department of Mental Health (DMH) will provide technical assistance to sub-grantees to help them implement their programs and meet the State's performance goals and indicators through a contract with a non-profit organization with expertise in all areas of substance abuse prevention. That technical assistance will include assistance in identifying and implementing effective instructional programs and practices based on scientific research. Sub-grantees will be monitored by DMH staff once during each program year.
11. Title IV, Part A, Subpart 2, Section 4126 – Safe and Drug-Free Schools and Communities: Community Service Grants (Goal 4)

Process for Awarding Sub-Grants --

RFP will be available August 15

Technical assistance meetings will be conducted for potential grantees – August 15 – September 1.

Applications will be due November 1.

Readers will be identified and trained – October 1-November 1

Grants will be read and evaluated November 1-November 15.

Grant awards will be posted November 30.

Grant year will be November 30 – October 1 (first year only).

Selection criteria will include:

- Strength of activities to support improved student achievement and alignment with the Show-Me Standards.

- How well the community service component meets identified needs of the community.
- How well the community service component enhances learning, character development, civic responsibility.
- How well the entire program enhances self-worth and an ethic of care and service to others.
- How well the activities support improved communication skills, creative thinking, analyzing and organizing data, problem solving, decision making.

Priorities – Priorities will be given to proposals that will serve migrant children, immigrant children, children in schools with high levels of census poverty.

Accountability – Data about persistence to graduation will be collected through school data. MAP data will be used to measure improved student achievement. Data will be disaggregated by English proficiency status, major racial and ethnic groups and migrant status. Site visits will be made to ensure progress of students in programs. Quality programs will demonstrate:

- Student-centered projects where students are involved in choosing, developing, planning, and implementing the service.
- Processes for establishing real community needs.
- Learning goals and objectives that are met and evaluated through the project.
- Academic components consistent with the Missouri Show-Me Standards.
- Close networking with community-based partners.
- Quality teaching staff, selected for their ability to work with high-risk students.
- Appropriate use of grant funds.
- Student academic and social progress.

12. Title IV, Part B: 21<sup>st</sup> Century Community Learning Centers (Goals 1, 2, and 5)

Regional technical assistance meetings will be conducted to inform eligible entities about the application process and about effective strategies to be implemented. On-site visits will be made to monitor and support the effective implementation of research-based strategies. Missouri Assessment Program (MAP) data for the 2002-2003 school year will be available in August of 2003. The percentage of students at or above proficient in reading and math in schools served by 21<sup>st</sup> Century Learning Centers will be queried and submitted to the United States Department of Education (USDE) by September of 2003.

13. Title V, Part A – Innovative Programs (Goal 1, 2, 3, 4, or 5)

Eighty-five percent of these funds will be distributed based on relative enrollment (public and nonpublic). A weight of 1.0 is assigned to each pupil. An additional weight of .5 is assigned to each pupil enrolled in an LEA with a concentration of census poverty children of 30-60%, and an additional weight of 1.0 is assigned to each pupil enrolled in an LEA with a concentration of census poverty children in



excess of 60%. An additional weight of .5 is assigned to each pupil enrolled in an LEA with an enrollment of 250 to 350 pupils and an additional weight of 1.0 is assigned to each pupil enrolled in an LEA with a total enrollment of fewer than 250 pupils. The total number of weighted pupils in any LEA may not exceed two times the total enrollment. \$1,007,898 of these funds will be used for administration (consolidated). \$1,096,002 will be used to support statewide reform through the implementation of the MSIP. This program applies to all districts and supports improvement in student achievement.

14. Title VI, Part A, Subpart 1, Section 6111 – State Assessments Formula Grants  
(Goals 1, 2, 3, 5)

These funds will be used in Missouri to develop additional assessments for communication arts/reading and math for grades 3-8. They will also be used to develop grade level expectations for reading/communication arts, math and science. The assessments will be valid, reliable and coordinated with the existing Missouri Assessment Program (MAP). Science assessments already exist that meet the requirements of NCLB.

15. Title VI, Part B, Subpart 2 – Rural and Low-Income School Program  
(Goals 1, 2, 3, 5)

- a. Missouri's specific measurable objective, in addition to the goals stated above, is to have schools and districts make Adequate Yearly Progress toward having all students to be proficient or above on math and communication arts MAP by 2013-2014. Any of the available choices for using Rural and Low-Income Schools funds will contribute directly or indirectly to the meeting of this goal.
- b. Missouri will make grant awards under this part by formula proportionate to the numbers of students in eligible districts.

## **EQUITABLE ACCESS AND PARTICIPATION (GEPA, 427)**

Educational equity is often defined in terms of access to teachers, materials, media, and classes. Missouri's Outstanding Schools Act (OSA) addressed that aspect of equity by requiring changes to the foundation formula which applies a base of support for all schools in the State. The Act also required schools to set aside 1 percent of their foundation formula funds for professional development activities to support the continuous improvement of all educators. Other funds have been used to establish and support nine Regional Professional Development Centers to support all educators. Technology is also an important tool for promoting equity providing shared educational data, information, training, and research, and by providing alternative education opportunities for economically disadvantaged, limited English, homebound, and geographically isolated students.

The Department is looking at equity in terms of "results." This is demonstrated through recommendations to require districts to annually disaggregate and review achievement scores and dropout rates by race/ethnicity, gender, and disabilities. Districts are also encouraged to disaggregate and review data in other areas, such as special programs, attendance rates, retentions/suspensions/expulsions, etc., changes in instruction and assessment necessitated by the State's performance standards and assessments will promote successful learning for all students. As the curriculum frameworks and other supporting documents are developed, we will be looking at the work of Gretchen Wilber and others to assure that curriculum:

- Affirms variation
- Includes positive images of males and females
- Contains accurate information
- Values individual and group work
- Has balanced perspective
- Uses out-of-school resources
- Uses cooperative learning

To ensure equitable access to and participation in federally funded, state-level activities for schools, students, teachers, and other beneficiaries with special needs, DESE will take the following steps. These measures will address equitability based on: gender, race, national origin, color, age, disability, or other categories which may be identified.

1. Equitable access begins with ensuring that, to the extent possible, all districts, regardless of size or resources, have an equal chance to apply and receive funding to meet their needs. The DESE has developed a uniform application and application process for districts and provides technical assistance to help them develop and submit approvable applications. As part of this program, attention will be paid to defining procedures and terms common to all programs. Additional technical assistance will be provided to K-8 districts. The application process has been revised to meet the needs of small districts.

2. For competitive program grants, the DESE will continue to use a diverse and representative review panel.
3. Project applicants will be awarded additional points based on serving students of poverty. All applicants must assure that they will take all reasonable measures to ensure equitable access to and participation in the project by special historically underrepresented underserved populations.
4. DESE will develop an awareness brochure describing the needs of special populations and the representativeness of those groups in the State population.
5. Project coordinators will be required to identify the participation level of appropriate special categories as part of their project completion reports.
6. DESE will conduct equitability training for staff and include discussions of equitability in workshops and technical assistance sessions related to this program.

### **CONSOLIDATED ADMINISTRATIVE FUNDS**

Missouri will consolidate administrative funds, except for the funds attached to 21<sup>st</sup> Century Learning Communities and Community Service Grants. These consolidated funds will be used for paying staff salaries and expenses to manage the programs of NCLB. These funds will also pay for collecting and compiling data for the required reports for the Secretary and for supporting the automation of the application and payment processes for federal programs. In addition, the funds will be used to contract for outside evaluation of the following programs: Comprehensive School Reform. Administrative funds from the following programs in the amounts indicated will be consolidated:

Title I, Part A	\$1,630,559
Title I, Even Start	102,063
Migrant	17,336
Title I, Part D	9,987
Title I, Comprehensive School Reform	256,865
Title II, Part A	425,729
Title II, Part D	464,444
Title III	49,569
Title IV	186,776
Title V	1,007,898
Homeless	38,237
Rural and Low-Income Schools	101,578

### **Transferability - -**

Missouri does not plan to transfer non-administrative state-level ESEA funds to administration.